
Analyzing the factors affecting reading literacy skills: The case of internal and external factors

MARNIS SUSANTI^{1*}, ELFIA SUKMA², MUHAMMADI³, AND NURHIZRAH GISTITUATI⁴

Abstract

This research aimed to explain, analyze, and interpret the factors affecting the reading literacy skills of the fifth-grade students. This research used a mixed methods study. Data collection was carried out by direct observations, interviews, and minimum competency tests. In addition, the data analysis methods used in this research were data reduction, data presentation, and verification/conclusion. The results showed that reading literacy was influenced by internal factors (low intelligence ability, low interest in learning, and low learning motivation) and external factors (lack of parental attention, influence of TV and cell phones, influence of playmates, lack of teacher ability, and limited facilities and infrastructure). Efforts that can be made to overcome students' low reading literacy skills include providing motivation, literacy activities, increasing teacher abilities, exceptional guidance, collaboration with parents, and utilization of infrastructure.

Keywords

Education, learning interest, reading interest, reading literacy

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¹ Universitas Negeri Padang, Padang, Indonesia, Corresponding author: marnissusanti26@gmail.com

^{2,3,4} Universitas Negeri Padang, Padang, Indonesia

Introduction

Education faces significant challenges in the 21st century, which has entered the digital era. To excel in participation and engagement amidst globalization and regionalization in the 21st century, national education focuses or pivots on three main things, namely basic literacy, competency, and character quality. In the current era, literacy is an essential ability that elementary school students must have as their primary skill to face the challenges of the 21st century. Students must have competencies or skills to maintain their existence in 21st -century life. Recently, efforts to encourage literacy activities have increased from various parties, including schools, families, provincial areas, and government levels (Harahap et al., 2022). This development is very positive because it means improving the quality of human resources to advance the country.

Literacy is a skill that must be applied in everyday life, a competency that consists of techniques for solving problems from various complex challenges and concepts on how to face changes that continue to occur absolutely (Hidayat & Basuki, 2018). According to Abidin (2018), literacy connects individuals and society and is essential for people to grow and participate actively in society. Literacy refers to a person's ability to read, write, and understand information in various forms of media (Wulanjani & Anggraeni, 2019). It involves a profound understanding of written texts, including the ability to interpret and analyze the information presented. Literacy also includes thinking critically, evaluating arguments, and using knowledge to make informational decisions (Kharizmi, 2015).

Ma (2015) explained that information literacy comprises basic, library, media, technology, and visual literacy. Setiawan et al. (2019) stated that of the six literacies, the essential skill that elementary school students must master is basic literacy. Basic literacy is listening, speaking, reading, writing, calculating, perceiving, communicating, and describing information based on personal understanding and conclusion. This essential ability provides initial capital to become a person who can develop in the future. Basic skills, or the ability to read, write, and count, are skills that every individual must master. This ability is essential in pursuing further education (Anwas et al., 2022; Susanti et al., 2022). Of these basic abilities, in this study, the researcher focused more on the reading literacy skills of elementary school students.

Reading literacy refers to a person's ability to understand, interpret, and use information presented in written form (Mahmoud et al., 2022). Reading literacy involves understanding texts, developing analytical skills, developing critical judgment, and applying knowledge gained from reading in everyday life (Winarni et al., 2020). According to Suryandari (2021) and Andrikopoulou et al. (2021), the purpose of reading literacy is to help individuals gain knowledge, broaden their horizons, and develop critical thinking skills; apart from that, it can also improve communication skills, enrich imagination, and help individuals make informed decisions based on a profound understanding of the reading text.

It is important to understand that reading literacy goes beyond basic reading skills. Apart from recognizing letters and words, reading literacy involves deeply understanding texts, including their structure, context, and meaning. Reading literacy also includes understanding the message, interpreting information, recognizing the arguments presented, and connecting

them with existing knowledge (Amri et al., 2021). Reading literacy is not only important in an educational context but also in everyday life. Good reading skills enable a person to gain knowledge, access necessary information, and participate in society. In the digital era, reading literacy also involves understanding and evaluating information found on online platforms, distinguishing between trustworthy and unreliable sources, and utilizing technology wisely.

Reading is a process in which a person interprets and understands written text or symbols presented in written form (Harsono et al., 2012; Isci, 2021; Kuswari, 2013). Reading has a vital role in a person's education and development. Good reading skills enable people to gain knowledge, broaden their horizons, and access information needed in various areas of life. Reading can also entertain and relax, inspire imagination, and enrich one's life through literary and other written works. Based on the 2018 PISA results, in the field of reading, 27% of Indonesian students have a competency level of 1b, a level where students can only solve the most straightforward text comprehension questions, such as picking up information that is stated clearly, for example, from the title of a general and straightforward text or simple list (Wuryanto et al., 2022).

Reading is not just seeing and saying sentences; the goal is to gain understanding (Esti, 2021). Reading aims to find information that includes the content and understand the meaning of a reading text (Rifki et al., 2023). Briefly, reading is for study purposes (scientific research), reading to capture the outline of reading, reading to enjoy literary works, reading to fill spare time, and reading to find information about a term (Pramayshela et al., 2023). Therefore, the goal of reading is to develop reading skills that enable individuals to obtain information and achieve inner satisfaction. To achieve the reading goal, one must possess explicit comprehension skills and implicit understanding of reading.

Based on the observations at SDN 12 Sungai Lareh, Koto Tangah District, education report data was obtained from 2022 and 2023, the results of minimum competency assessment scores with students' reading literacy skills. Students' reading literacy skills are still relatively low for 2022. In 2022, the average reading score for students was 50, and although it increased in 2023, it has not yet reached the maximum score of 100. Based on observations carried out at the school, the factors that influence the poor reading literacy results of fifth-grade students are (1) school facilities and infrastructure to support students' reading literacy, (2) students' reading interests, and (3). Learning strategies used by teachers, (4) reading learning media used by teachers, (5). The school's library room serves as the focal point.

According to Harahap et al. (2022), problems in reading literacy skills were observed among 4th-grade elementary school students because teachers needed to focus more on the students' literacy skill levels during the learning process. In addition, Labkoly et al. (2022) stated that the factors that influence elementary school students' reading literacy skills are the media and reading literacy learning strategies teachers use. The research results show that developing interactive video media and DRTA strategies can improve students' reading literacy. Apart from that, it also increases students' motivational interest, with an average score of 85.14. According to Sedyowati and Abduh (2022), the factors influencing the reading ability of fifth-grade elementary school students include difficulties in understanding reading material due to teachers' incomplete knowledge of reading learning strategies, a lack of interest in reading, and insufficient school facilities. This results in low reading ability, with 37% of students scoring above the KKM. Numerous studies identify several essential factors that

influence students' reading literacy skills. These factors may include parental education level, reading environment at home, reading habits, use of technology in reading, and teaching methods implemented at school. Understanding the factors that influence the reading literacy skills of fifth-grade elementary school students is important for designing appropriate strategies and interventions. Knowing the factors affecting reading literacy skills helps educators and policymakers develop practical approaches to improving students' reading abilities.

Methodology

This research used a mixed methods study. The research method was chosen because it follows the research objective of explaining the current condition of reading literacy of fifth-grade students at SDN 12 Sungai Lareh. The purpose of this research was to elucidate, scrutinize, and interpret the data. Descriptive analysis studies were not intended to test hypotheses but to explain "what" based on variables, symptoms, and situations. This description is based on accurately and objectively the conditions that occurred during the incident. This research was conducted in the fifth grade of SDN 12 Sungai Lareh, Koto Tengah District, Padang City.

This research used direct observations, interviews, and minimum competency tests to collect the research data. The interviews were conducted with the principal and the fifth-grade teacher at SDN 12 Sungai Lareh to collect information about the context, input, process, and product of early reading learning. In addition, the interview data were used to strengthen observation data. Furthermore, observations were carried out directly and indirectly to determine the studied object.

The data analysis methods used in this research were data reduction, data presentation, and verification/conclusion. The data reduction stage involved summarizing, selecting the main points, focusing on essential aspects appropriate to the research topic, and looking for themes and patterns, ultimately providing a clearer picture and making it easier to collect further data. The previously determined objectives guide the data reduction process. Data reduction was also a critical thinking process that requires intelligence and a high depth of insight.

After reducing the data, the next step was to present the data in the data presentation step. Data presentation aimed to organize and arrange the data in a relationship pattern that is easy to understand. In qualitative research, data presentation can be done with short descriptions, charts, relationships between categories, flowcharts, and the like, but narrative text is often used to present data. The presentation of this data organizes and structures it for easier understanding (Sugiyono, 2018).

The verification/conclusion was the final step in analyzing qualitative research. Conclusions in qualitative research are new findings that have yet to exist previously. Findings can take the form of a description or an image of an object that was previously unclear, making it clear after the research is conducted. If the data in the data reduction and presentation is incomplete, we returned it to the data collection stage. Therefore, one stage and another must be continuously connected to create a cycle.

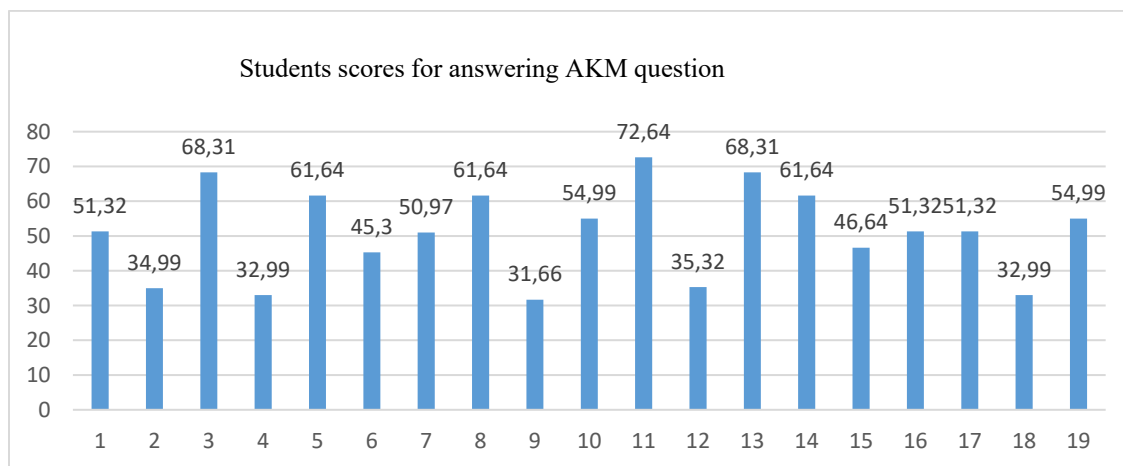
Findings and Discussions

Literacy skill analysis

The research was carried out using a system for the minimum competency assessment, which included questions such as multiple-choice, complex multiple-choice, matching, short essay, and description. Students were tested on reading literacy skills. Twenty students filled in the 30 questions of the minimum competency assessment. The minimum competency assessment tool is prepared considering context, content, cognitive, and question types. Each minimum competency assessment question involves informational text content, daily experiences, and fiction.

According to Purwati et al. (2021), the cognitive level in minimum competency assessment questions at the elementary school level was created to include identifying, understanding, evaluating, and reflecting. Additionally, the competency achievement categories resulting from minimum competency assessment are reported based on four groups of competency levels that can describe students' abilities, namely (1) Need for intervention, (2) Basic, (3) Competent, and (4) Proficient. This is adjusted from the average score of students in answering questions. The reading literacy skill test results for the fifth-grade students at SDN 12 Sungai Lareh are presented as follows.

Figure 1. Results of students' answers to questions about the minimum competency assessment



Among the 20 students who answered the minimum competency assessment questions, the overall average score (linear) for reading literacy skills was 50.99, indicating basic literacy competency among fifth-grade students at SDN 12 Sungai Lareh. This means that most students can understand the problem given, retrieve the information contained in the question text, and make simple interpretations. According to Hasanah et al. (2021), minimum competency assessment-based literacy not only measures the ability to understand numbers and read, but students are also required to be able to analyze reading material and understand

the concepts in it. The minimum competency assessment program is not based on subjects but aims to assess the essential competencies students need for learning.

In an interview, one of the teachers at SDN 12 Sungai Lareh explained how the school guided fifth-grade students in implementing and answering minimum competency assessment questions. Teachers carry out their guidance process by providing examples of questions and ways to solve problems. In arousing students' enthusiasm for reading, teachers have also provided reading materials based on home learning, with students continuing to answer practice questions that have been prepared. Providing reading practice to students can improve each student's reading ability and interest. Noebella (2022) asserted that the program's suitability, implementation, and target determine its success in enhancing literacy competency. The Ministry of Education and Culture sets the implementation provisions, which determine the program's success. The teacher provides guidance through practice questions and reading materials. From the perspective of the results of the minimum competency assessment test, teachers are expected to be able to improve the learning system's literacy competencies so that the fifth-grade students are ready to carry out national assessments.

Internal factors

Based on the data collection presentation in the form of minimum competency tests, interviews, and document results of students' reading interest tests, it can be concluded that two factors affect students' reading literacy skills, namely internal factors and external factors. Internal factors are things that come from within the student. Based on data from observations and interviews, it was found that several internal factors cause the low reading literacy skills of the fifth-grade students at SDN 12 Sungai Lareh are low student intelligence abilities, low student interest in learning, and low student learning motivation.

Low intelligence abilities of students, the first internal factor causing students' low reading literacy skills is their' low intelligence abilities. This student's low intelligence ability can be identified through the student's learning ability. For example, students need a long time to understand the lesson. Based on the results of observations, it was found that 4 of the fifth-grade students needed a long time to understand reading, and some students had to repeat the lesson material repeatedly to understand it.

This conclusion is supported by the statement made by the fifth-grade homeroom teacher and the principal of SDN 12, Sungai Lareh. The data source's statement suggests that students' low intelligence abilities can contribute to their low reading literacy skills. This aligns with Djamarah (2002), which groups the factors that cause poor reading fluency into 2: internal and external.

According to Ed (2017), intelligence has several meanings. Intelligence is the ability to learn, think abstractly, and adapt to the environment. Intelligence is the ability to learn. Each student's learning ability varies, which naturally leads to differences in their reading and writing literacy skills. Because students' learning abilities are different, other things will also be different, not only reading literacy skills, numeracy abilities, etc.

Low student interest in learning, the second internal factor contributing to students' low reading literacy skills is their lack of interest in learning. Based on the observations, it was found that the fifth-grade students at SDN 12 Sungai Lareh had a low interest in learning

literacy. Observations revealed that fifth-grade students rarely took the initiative to read books, whether they were textbooks or non-textbooks. Some students play, some disturb friends, and some come and go during class. This is also similar to the statement of the class teacher and principal, who think that students' interest in learning is still lacking, where students' interest in learning can be influenced by several things, such as the delivery of less interesting subject matter, which makes students get bored quickly; facilities and infrastructure that are less interesting and adequate; and so on.

Pramesti (2018) stated that students' low interest in reading is the cause of their low success. Interest is a feeling of liking, a feeling of interest in something, while learning is an effort made by a person to achieve change, either a change in behaviour or a change from not knowing to knowing. In simple terms, interest in learning is an interest in learning. Students' interest in learning can be influenced by several things, including variations in learning used by teachers, for example, variations in learning methods that are less attractive, packaging and delivery of material that is less interesting, and learning strategies used. Apart from that, learning motivation can also influence students' interest in learning.

Low student learning motivation, the final internal factor contributing to students' low reading literacy skills is their lack of motivation to learn. Observations revealed that several students with low learning motivation fell into the category of students with low reading literacy skills. Several factors, such as a quiet study or school environment, school quality, and inadequate learning facilities, can influence a student's motivation to learn.

Student motivation to learn is essential in the learning process. Students with high learning motivation will be enthusiastic and active participants in learning. Low motivation to learn is one of the factors causing students' low reading literacy skills. The factor causing students' low reading literacy skills is low learning motivation. Low motivation from both parents and teachers can affect students' reading literacy skills.

According to Hijjayati et al. (2022), learning motivation is the psychological drive of someone who takes action to achieve learning goals. Learning motivation indicators can be classified as the desire and desire to succeed, the encouragement and need for learning, and a conducive learning environment, thus enabling students to learn well. Several things, including the school environment, can influence low student motivation to learn. Less conducive. The school environment at SDN 12 Sungai Lareh could be more conducive because the simple condition of the building makes students' learning motivation low because of the students' character, which is that they like exciting things.

When students have low interest and motivation for reading, they tend to spend their time and energy on other activities that are considered more interesting (Muktiono, 2003). This can result in a lack of dedication and commitment to reading regularly, hindering the development of reading literacy skills. Low interest and motivation can result in shallow reading and a lack of focus. Someone may read through the text without really understanding or considering the content of what they are reading. As a result, they may need more understanding and help remembering and applying the information they read.

Motivation and support from teachers are essential to ensure that students do not quickly feel bored during additional reading time, as this boredom can negatively impact their reading literacy skills. Hijjayati et al. (2022) argued that motivation in the form of support,

encouragement, advice, and so on will help students build self-confidence, and their learning motivation will increase because they feel supported and receive attention.

External factors

External factors from outside influence learning outcomes, such as the family, community, and school environment. Based on data from observations and interviews, it was found that several external factors caused the low reading literacy skills of the fifth-grade students at SDN 12 Sungai Lareh, namely lack of parental attention, the influence of TV and cellphones, the influence of playmates, the lack of teacher ability, and limited facilities and infrastructure.

Lack of parental attention, the first external factor causing students' low reading literacy skills is a lack of parental attention. Lack of parental attention causes students to be less motivated to learn, resulting in low reading literacy skills. The diverse professions of students' parents, along with the fact that some students have lost their parents and now live with their grandparents, contribute to the lack of parental attention. This issue arises because students become less enthusiastic and perceive studying as less important. The student's parents or families need to pay more attention to students, which causes students' reading literacy skills to be low.

The lack of parental attention hinders students' development of reading skills, making it challenging for them to understand the lessons taught by their teachers, which ultimately results in low learning outcomes. Sufficient parental attention can make students feel motivated to learn. Parents who pay active attention to their children's reading literacy can arouse their children's interest and love of reading. They can read storybooks to children regularly, show joy and enthusiasm, and set an example by being active readers. Such actions can help children see reading as a fun and valuable activity.

Parents who care about their children's reading literacy skills will provide access to various types of books and reading materials that suit their children's interests and development levels. They can take children to the library, buy books as gifts, or present children with magazines or newspapers. With adequate access, children will be more likely to engage in reading and improve their literacy skills. The environment is where children spend their time every day. Children who are home-accustomed to reading, accustomed to reading, have a collection of books, and always pay attention to their parents when learning to read will have excellent reading ability.

The influence of TV and cellphones, the second external factor causing low reading literacy skills is the influence of television and cell phones. Based on the results of teacher interviews, students' parents stated that while they were at home, students spent time playing on cell phones and watching TV. Mobile phones can make children more individualistic because, over time, they forget to communicate and interact with their environment (Wulandari et al., 2020). Such behaviors can reduce the time they would otherwise spend reading and gaining knowledge from books. When children are too focused on their cellphones, they interact fewer with other people and discuss less of what they read. Discussion and social interaction are essential in helping children understand and analyze texts and broaden their horizons.

TV and cell phones are two challenges that must be faced in the current era; almost all students already know and have used them, whether they belong to themselves or their parents. Mobile phones can affect children's social interaction abilities (Pebriana, 2017). Mobile phones provide access to various types of digital content, including irrelevant or inappropriate content for children. Excessive exposure to content that does not support literacy, such as video games, social media, or videos without educational value, can hinder the development of reading skills and children's understanding.

According to Loh and Sun (2022), information technology shifts students' interest away from book-reading activities, and television can divert their attention with its various programs. Mobile phones also divert students' attention because of the various features, such as games. Syifa et al. (2019) stated that mobile phones positively impact children if they are used to search for additional information to support learning and are not used for too long to avoid getting addicted. Students become more interested in playing games rather than reading books if parents have no direction and control.

The influence of playmates, playmates are the third factor causing students to have low reading literacy skills. Playmates influence students; good playmates invite them to do positive things, but bad friends invite them to do harmful things. The influence of naughty playmates is the cause of students' low reading literacy skills. The play environment can influence children, especially the play environment. Naughty playmates can affect students' reading literacy skills. This is because when students are in a community environment, the students' playmates are more likely to invite them to do fewer practical activities, for example, playing around, playing online games, and watching cartoons on TV, thus causing students' attention and time to be wasted. However, many activities are more practical, including studying together, playing while studying, and doing homework collaboratively.

Lack of teacher ability, the fourth factor causing students' low reading literacy skills is the lack of teacher ability. There are many abilities that teachers must master, such as the ability to manage the class, the ability to design lessons, prepare engaging lessons, deliver material, and so on. Teacher ability significantly contributes to students' low reading literacy skills, as teachers serve as facilitators in the learning process. When the teacher's abilities are good, the quality of learning will also be good. Similarly, students' low reading literacy skills may be influenced by the teacher's ability to deliver lessons and select effective learning strategies and methods, which can diminish students' interest, motivation, and enthusiasm for learning, ultimately contributing to their low reading literacy skills. This aligns with what the fifth-grade teacher conveyed: he often uses lecture and assignment methods during learning.

Teachers are an essential component of education; teaching methods, procedures, and abilities can also be in the school environment, and teachers are the leading actors in realizing learning goals. With teacher involvement, education will run well. No matter how sophisticated the curriculum, vision, mission, facilities, etc. are, if the teacher is active and needs adequate skills, the quality of education will decline.

Regarding the causes of students' low reading literacy skills, teachers are less creative and innovative in designing learning, and the learning methods and strategies used are monotonous because only lecture and assignment methods are used. Learning only focuses on delivering material so students' reading literacy skills are not optimal. Teachers' teaching methods, procedures, and abilities can also be used in the school environment. Teachers are

the leading actors in realizing learning objectives. Teachers must prepare the lesson as fully as possible so that the results are as expected. In preparing a learning plan, a teacher must be able to determine the learning model used. In choosing an appropriate learning model, teachers should pay attention to the components of learning, including a) learning objectives, b) the nature of the subject matter, c) availability of facilities, d) the condition of students, and e) allocation of available time (Esti, 2021).

Limited facilities and infrastructure, the final factor causing low reading literacy skills is inadequate facilities and infrastructure. The facilities and infrastructure at SDN 12 Sungai Lareh include classrooms, a library, and several simple learning media, such as posters, storybooks, and other textbooks. Poor school conditions make the learning process less than optimal, so they do not encourage increasing students' reading literacy skills. This aligns with Loh and Sun (2022), who found that limited facilities and infrastructure for literacy activities, such as the availability of libraries and a variety of reading books, can cause students to have low reading literacy skills. This also aligns with Hapsari (2019), which states that the facilities or infrastructure provided in schools influence students' reading abilities because the facilities support the learning process. These facilities and infrastructure support components of education that are important for the continuity of the learning process. Infrastructure such as school buildings, libraries, toilets, blackboards, markers, erasers, engaging learning media, teaching aids, and other supporting facilities and infrastructure can influence the learning process.

One of the teachers, during an interview, asserted that there are creative ways to increase students' interest in reading. One creative way is to provide reading corner facilities, create games with a question-and-answer theme, and display slides containing fairy tales or short stories. Reading corners can attract students' interest in reading. However, this interest is only temporary unless schools maintain an extensive collection of diverse books to prevent students from becoming bored with repetitive reading material. Teachers, students, and parents collaborate to organize the reading corner in a comfortable and attractive classroom atmosphere (Puspasari & Dafit, 2019).

Teachers' efforts to overcome students' low reading literacy skills

Providing motivation, low reading literacy skills are a problem for all interested parties, such as school principals, teachers, parents, and even the school committee. Teachers are, of course, required to overcome this problem because they are the parents of students at school and play an essential role in motivating student learning. Learning motivation encourages movement and directs students to learn. Motivation to learn is very closely related to student behavior at school. Learning motivation can arouse and direct students to learn something new. If educators arouse students' learning motivation, they will strengthen the responses they have learned (Windrawati et al., 2020).

Teachers must provide positive verbal and non-verbal encouragement to increase students' learning motivation. Providing verbal motivation to students, for example, by advising them how important it is to study and praising or appreciating those who have done even the most minor things, will help them become more confident. Doing simple things such as giving applause, patting students on the shoulder, and stroking students' heads will

encourage students to study harder. This aligns with Handayani et al. (2020), which states that the strategy used by teachers to overcome difficulty reading is to give special attention, such as rewards when students finish reading and inviting their friends to give them applause and encouragement.

High student learning motivation and the role of teachers in the learning process will help students achieve optimal learning outcomes. Conducive and enjoyable learning activities cannot be separated from the teacher's role and the student's motivation. One way to motivate students to be interested in being active in learning activities is to apply learning models (Leonard, 2013). A fun learning model is a solution to motivate so that the learning outcomes obtained are better (Maskuri et al., 2016). Accuracy in selecting learning media to increase learning motivation is inseparable from the teacher's understanding of the characteristics and diversity of media and paying attention to the abilities and skills they have so that media use can optimize learning (Rahma et al., 2016).

Implement reading literacy activities, teachers and school principals can overcome reading literacy problems by implementing and maximizing literacy-related activities, especially reading literacy. Students will become accustomed to and trained in reading and writing by implementing literacy activities. Apart from reading literacy activities, the teacher also intends to implement non-lesson book reading activities 15 minutes before the lesson starts so that students get used to reading.

Literacy habits that are carried out repeatedly and consistently will significantly change. Literacy is carried out for 15-20 minutes to get students used to reading. The teacher does this by implementing reading strategies together before and after learning. Teachers can also schedule visits to the library for students. Teachers can also make the library feel like home by keeping it clean and cozy.

Improving teachers' ability, teachers must master abilities that include preparing, delivering, opening and closing lessons, choosing exciting methods, etc. The teacher's role is as a planner and implementer of learning, which includes the role of the teacher as a role model, the teacher as a motivator, and the teacher as a facilitator and creator. Apart from that, Dasor et al. (2021) stated that there are several roles teachers play in the success of the literacy movement at school, namely ensuring students always read and choose fiction and non-fiction enrichment books as well as discussing stories and encouraging students to use the school library and school reading corner.

According to the description above, teachers play many roles. To carry out their roles well, teachers must have adequate abilities so that the learning process runs well and they can achieve learning goals. By improving teachers' abilities, the quality of learning will improve so that students' reading literacy skills will slowly increase. One effort to improve teacher abilities is by attending training or educational workshops. Apart from that, teachers can also study independently to improve their abilities.

Special guidance from teachers, teachers provide exceptional guidance to students who need to become fluent in reading by providing additional time outside learning hours. This aligns with the findings of Hidayat and Basuki (2018), which emphasized maximizing reading time outside of learning activities and assigning tasks to students. Teachers should read, discuss, and deliberate frequently to gather more information.

Collaboration with parents of students, to overcome reading literacy problems, teachers collaborate with students' parents. Parents must ensure that the house has easy access to books at home. Make a bookshelf that is attractive and simple for children to reach. Encourage children to choose books that interest them and provide a wide choice of various types of books, including storybooks, non-fiction books, children's magazines, or light novels that are appropriate for their age.

Parents must also be a good example by reading regularly. Children tend to imitate what they see in the adults around them. When children see their parents reading, they are more likely to imitate and develop their interest in reading. Collaborating with parents will give students more control, both studying at home and at school. Collaboration between teachers and parents will help students overcome the problems they face.

Utilization of infrastructure, infrastructure can be utilized by providing reading corners in classrooms and school libraries. At SDN 12 Sungai Lareh, the library is adequate and comfortable for students to use when reading. By providing reading corners in each class and reading activities in the library, we will slowly create a reading culture in the class so that interest in reading can increase. The same thing was conveyed by Tati et al. (2022), inviting people to the library to see many new and exciting book titles, which can foster curiosity and interest in reading.

Conclusion

The low reading literacy skill of the fifth-grade students at SDN 12 Sungai Lareh is influenced by internal factors (low intelligence ability, interest in learning, and learning motivation contribute to low reading literacy skill) and external factors (lack of parental attention, influence of TV and cellphones, influence of friends playing, the lack of teacher ability, and limited facilities and infrastructure also affect students' reading literacy skills). The efforts researchers suggest to overcome students' low reading literacy skills include providing motivation, literacy activities, increasing teacher abilities, exceptional guidance, collaboration with parents, and infrastructure utilization. This research can be a reference for teachers in determining steps and attitudes to improve elementary school students' reading literacy skills. Further research needs to be conducted to analyze the effectiveness of efforts to improve elementary school students' reading literacy skills.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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Biographical Notes

MARNIS SUSANTI is a student at Universitas Negeri Padang, Padang, Indonesia.

ELFIA SUKMA is working at Universitas Negeri Padang, Padang, Indonesia.

MUHAMMADI is working at Universitas Negeri Padang, Padang, Indonesia.

NURHIZRAH GISTITUATI is working at Universitas Negeri Padang, Padang, Indonesia.